

Project Ready! Implementation Checks - Alphabetics

Date: _____

Teacher: School: G	Grouping	:Whole	e Grp _	Sma	all Grp	Indiv	idual	Time:	
Completed by: Purpose:Coach	ning	Assessm	nent Tea	m					
Alphabetics: Size of Group PA Level: Le	etters Wo	orked On							
Teacher's Instruction					Studer	nt Engage	ement		
Instructional Step	ln Place	Partially Complete	Not Done	NA	<u>High</u> 85-100	<u>Med.</u> 50-84	<u>Low</u> <50	Comments	
Part 1: Phonological Awareness (Alone)1. Do a name activity connected to PA level on activity cards2. Play 1-2 PA games in the activity cards connected to the level.									
 <u>Part 2: Phonological Awareness (PA & Letters Together)</u> 3. New Letter - Use the letter poster to intro & explore the initial sound of the target picture, connect the sound to letter symbol and model name and sound. Have children repeat the name and sound multiple times. 									
 4. Discuss the letter: (hit a couple of items) Capital and lowercase are same/different Does anyone in the group of this letter to start their name. How the mouth is formed to produce the sound. Letters are how we write words. Read the Poem 									
5. Show children the new letter's letter formation card and letter bag. Model letter formation .									
 Pull cards out of the letter bag. Give each child a capital and lower-case letter card and review the picture cards, noting the first sound. 									
 <u>Part 3: Letters</u> 7. Review 1 or 2 known letters—(hit a number of items) show letter poster/formation card/letter bags. Briefly review how to make the letter and the letters name and sound. 									

8. Practice with all 2-3 letters (1 new, 1-2 known) using one of the practice options.								
9. Make the letters using one of the activities.								
GENERAL Instruction/Engagement	In Place	Partially Complete	Not Done	NA	<u>Feedba</u>	ack/Com	ments:	
10. Uses clear supportive language								
11. Brisk Pace								
12. Listens carefully to responses & expands student language					1			
13. Redirects behavior when needed.]			
14. Uses response procedures that involves all students (choral, partner, gestures, etc) and has children repeat the letter name/sound frequently.								
15. Provides adequate think time								

The person completed the implementation check must have the scripted lesson as they are observing and completing the checklist. To receive an in-place check the instructional step must be completed as written in the lesson plan.